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ABSTRACT

This paper provides a biographical study of A. Robert Rogers, Dean of the School of Library Science at Kent State University from 1977-1985, with a focus on his writing, teaching, and study of international librarianship. The following sources of information were used: (1) materials kept in the Department of Special Collections and Archives in the main library at Kent State University; (2) an interview with Mrs. Rhoda Rogers; (3) materials borrowed from the family collection kept by Mrs. Rogers; and (4) copies of materials sent from the archives of the University of New Brunswick in Fredericton. This biography contains four major sections: 1927-1950--high school, college, and master's degree in philosophy; 1950-1969--librarianship at the University of New Brunswick 1960-1969--library director at Bowling Green State University; and 1970-1985--professorship and deanship at the School of Library Science at Kent State University, study of Soviet libraries, work in Shiraz, Iran, his book "The Library in Society," and articles on librarianship in China and Hungary. An appendix contains a bibliography of Rogers' essays on religion. (Contains 70 references.) (DLS)

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ED 423 915

A. ROBERT ROGERS AND INTERNATIONAL LIBRARIANSHIP

A Master's Research Paper submitted to the
Kent State University School of Library
and Information Science
in partial fulfillment of the requirements
for the degree Master of Library Science

by
Eric Graham Linderman

July, 1998

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Abstract

A. Robert Rogers, Dean of the School of Library Science at Kent State University, 1977-1985, was one of a few prominent contributors to international librarianship. A biographical study is crucial in reconstructing part of the history of librarianship in Iran, and in American study of libraries in the Soviet Union. Rogers grew up in New Brunswick, near Moncton in Canada, and went to college at the University of New Brunswick, Fredericton, with a scholarship granted by Lord Beaverbrook. After graduate study in philosophy at the University of Toronto, he studied librarianship at the University of London on a Beaverbrook overseas scholarship. His professional career began with assistant and executive librarian positions at the University of New Brunswick. He was hired as acting director of the new Bowling Green State University library during its construction, as he completed his dissertation on American recognition of Canadian authors. After being promoted to director, he left for a faculty position at Kent State University where he later became Dean of the School of Library Science. Here his studies included a visiting professorship at Pahlavi University in Iran, and study of Soviet libraries. His text, *The Library in Society*, co-written with Kathryn McChesney is an introductory text with international coverage in librarianship. Additional international studies included research on librarianship and library education in China and Hungary, and the development of an educational program for Kent State's library students in Wales.

Master's Research Paper by

Eric G. Linderman

B.A., Kent State University, 1993

M.L.S, Kent State University, 1998

Approved by

Adviser_____Date_____

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For Mrs. Rhoda Rogers

I. INTRODUCTION

It is important to document the contributions of librarians. When we study the concepts of our profession, we find that it is helpful not only to understand what happened and when, but to also recognize who made these accomplishments. Developments in theory and practice are most significant when they are associated with people who have the authority and abilities to make these contributions.

In order to study the trends of international librarianship, it is particularly necessary to relate achievements with people. This is due to the very nature of international study. The study of a particular region is most often accomplished by a single person or else a small group of people making a physical journey to a new location. For this reason, a large body of work in a remote geographic area becomes grouped around an individual. The research on the librarianship of regions, therefore, loses significance without the study of individual scholars. A. Robert Rogers was instrumental in promoting knowledge of his areas of study, most prominently, the Soviet Union and Iran. Biographical work on A. Robert Rogers is necessary in order to reconstruct histories of international librarianship in these areas.

Purpose of the Study

This paper provides a biography of A. Robert Rogers with a focus on his study in international librarianship. Rogers, director of the library at Bowling Green State University from 1964 to 1969, and later dean of the Kent State School of Library Science from 1977 until 1985, dedicated much of his career to international librarianship, especially that which involved library education and the planning of libraries.

A. Robert Rogers published numerous articles on international librarianship; however, the

articles themselves are fragmented when read outside of their original contexts. A closer look at his background provided in this paper creates a necessary bridge between Rogers and his study, and offers a better appreciation of his international work.

The scope of Rogers' work in the area of international librarianship was greatly shaped by three interests:

(1) First, his ability as a Canadian poet resulted in Rogers' studies of Canadian literature in American libraries. Rogers wrote and published poetry throughout his years as a student, and later while working in New Brunswick and in Toronto. He was very knowledgeable about major and lesser known Canadian poets and story writers through his study, his membership in literary societies, and his publication with other poets in anthologies and series of poetry.

(2) Second, his knowledge about library facilities, acquired mostly from his experience as director of the Bowling Green State University Library during its construction, is expressed in most of Rogers' articles which discuss the service capacities of foreign libraries. For example, Rogers made careful study of the seating capacity and shelf access in Soviet libraries, and studied similar issues in Iran.

(3)Third, Dr. Rogers' love of teaching is evident in his work with the School of Library Science at Kent State University and at Pahlavi University in Shiraz, Iran, during 1976/77. Dr. Rogers worked closely with Iranian students, and formed several partnerships which resulted in the publication of articles (jointly by Rogers and students) for American and Iranian publications. Indeed, Rogers was as much interested in learning from his overseas students, as he was conveying his own expertise.

Definition of Terms

There has been confusion between the terms "international librarianship," and the term "comparative librarianship," so both terms should be clarified. Quite often the term "comparative" has been used inappropriately as a blanket term for the literature on comparative method in librarianship, and library studies involving more than one country or region. The confusion is due to the fact that comparative method is often used to study two or more geographic regions, although this is not always the case. The problem is further complicated by the fact that subject headings in the library indexes do not make this distinction between terms, and thus, two, much different bodies of literature are grouped in one place. Articles that discuss comparative method and articles on international library study are both found under "comparative librarianship" in *Library Literature* and "librarianship, comparative" in *Library and Information Science Abstracts.*

In this paper, the term "international" is used for discussing the international work of A. Robert Rogers, which is concerned more with the study of regions, than with the study of method. In fact, Rogers' only brief discussion of comparative method is found in his book, *The Library in Society.*[1] A bibliographic history of the literature on the study of comparative method in librarianship, to 1985, may be found in Chih Wang's, "A Brief Introduction to Comparative Librarianship."[2]

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[1]A. Robert Rogers and Kathryn McChesney, *The Library in Society* (Littleton, CO: Libraries Unlimited, 1984), 109.

[2]Chih Wang, "A Brief Introduction to Comparative Librarianship," *International Library Review* 17 (1985): 107-113.

Limitations of the Study

This paper studies A. Robert Rogers' writing, teaching, and study of international librarianship. It looks closely at Dr. Rogers' study of Canadian and British publishing and libraries, Iranian libraries and library education, Soviet libraries, and Rogers' involvement with the exchange program between Hungary and Kent State University. Other information on his education and achievements not directly related to international librarianship is also included as a context for Rogers' international studies, and is mostly discussed in relation to the main subjects of this paper. There are other aspects of A. Robert Rogers' career that are worthy of further investigation, but are not covered here. These include, most notably, Rogers' study of information sources in the humanities, his poetry and religious writings, and his studies of Ohio libraries.

II. REVIEW OF THE LITERATURE

Substantial biographical work on A. Robert Rogers has not been available. What does exist is limited mostly to sketches with vital statistics and brief career histories. The most lengthy and recent of these is in *Contemporary Authors* in 1983.[3] A notable, however unpublished, exception was a speech delivered by Lubomyr Wynar during the dedication of the A. Robert Rogers Library Science Computer Lab, in April of 1988. This brief paper commends Rogers' achievements in research, his contributions to Ohio library associations, and his work in teaching and administration.[4] Aside from this, there has been nothing written after his death and indeed, nothing regarding his international work.

Before discussing A. Robert Rogers, it should be helpful to survey some of the available research on international librarianship. Studies on particular regions are too abundant to cover here. The best source for a comprehensive bibliography on international librarianship, until 1983, is *Handbook of Comparative Librarianship*, by Monique MacKee.[5] However, a few prominent authors should be noted here who, like Rogers, have covered library issues in numerous geographic areas, and have published books on international librarianship. Included here are Lester Asheim, K.C. Harrison, Miles M. Jackson, Richard Krzys, and Gaston Litton.

Lester Eugene Asheim acted as Director of the International Relations Office of the American

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[3]Ann Evory and Linda Metzger, eds., *Contemporary Authors: New Revision Series,* vol. 8 (Detroit, Gale Research, 1983), 422-23.

[4]Lubomyr Wynar, "A. Robert Rogers: Educator, Researcher and Administrator" (speech presented at the Dedication of the A. Robert Rogers Library Science Computer Lab, 10 April 1998), TMs [photocopy], private family collection, Kent, OH.

[5]Monique MacKee, *Handbook of Comparative Librarianship*, 3rd ed. (London, Clive Bingley, 1983).

Library Association from 1961 to 1966, and during this time, he traveled widely to developing countries. His 1968 book, *Libraries in Developing Countries* called attention to problems in underdeveloped regions, such as illiteracy, deficient and inaccessible library materials, and lack of library staffing. Much like Rogers, Asheim looked carefully at library facilities in terms of accessability by their users. He emphasized the strength of American librarianship and promoted expansion of its services worldwide.[6]

Miles Merril Jackson, like Asheim, has had an interest in understanding librarianship of underprivileged regions. Jackson recently retired as dean and professor of School of Library and Information Studies at the University of Hawaii in 1996, having specialized mainly in the areas of information policy and library systems. Jackson's earliest major editorial work of 1970 is *Comparative and International Librarianship*, which looks at the United States, Canada, Latin America, the Soviet Union, Africa, Australia, southwest Asia, and Europe, discusses academic, national, school, special, and public libraries, and covers some particular issues including, inner city libraries, organization of collections, and automation.[7] In 1981, Harrison edited *International Handbook of Contemporary Developments in Librarianship*, a statistical handbook which provides articles on all regions of the world, discussing libraries by type, publishing trends, library education, and library associations.[8]

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[6]Lester Asheim, *Librarianship in Developing Countries* (Urbana, IL: University of Illinois Press, 1966).

[7]Miles M. Jackson, ed., *Comparative and International Librarianship* (Westport, CT: Greenwood Publishing Corp, 1970).

[8]Miles M. Jackson, ed., *International Handbook of Contemporary Developments in Librarianship* (Westport, CT: Greenwood Press, 1981).

Kenneth Cecil Harrison has provided writing on numerous aspects of international librarianship with a particular focus on Scandinavian libraries, British libraries, and librarianship in Bermuda. His book, *International Librarianship* includes articles on Finland, Bermuda, Great Britain, and a chapter on developing countries.[9]

Richard Krzys and Gaston Litton, of the University of Pittsburgh and the Pontifical Catholic University of Campinas, Brazil, respectively, made significant contributions to international librarianship during the 1980s. Their book, *World Librarianship: A Comparative Study*, was published at nearly the same time as Rogers' final work, *The Library in Society*, and attempted to provide a systematic research model for study of the entire geographic world of librarianship. The work is written on a general to specific model, beginning with concepts that are common to research and librarianship worldwide, and moving toward concepts specific to particular geographic areas.[10] The book pushes the argument for comparative methodology; and at the same time, considers very specific situations worldwide. Additionally, the two published an article on Latin American Librarianship in *Encyclopedia of Library and Information Science*.[11] Krzys co-authored an article on Asian libraries in the same encyclopedia with Hedwig Anuar.[12]

In addition to those mentioned above, there are authors who should be mentioned here

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[9]K.C. Harrison, *International Librarianship* (Metuchen, NJ: Scarecrow Press, 1989).

[10]Richard Krzys and Gaston Litton, *World Librarianship: A Comparative Study* (New York: Marcel Dekker 1983).

[11]Gaston Litton and Richard Krzys, "Latin American Librarianship: An Area Study," in *Encyclopedia of Library and Information Science*, 1986, supplement 5.

[12]Hedwig Anuar and Richard Krzys, "Libraries in Asia," in *Encyclopedia of Library and Information Science*, 1987, supplement 7.

because they have published articles which are directly related to the international research of A. Robert Rogers. These articles, on both Soviet and Iranian librarianship, have either preceded, paralleled, or superseded the research of Dr. Rogers. These include articles by Hooshang Ebrami, John Harvey, and Syed Jalaluddin Haider on Iranian librarianship, and George Chandler and Margarita Rudomino on Soviet Librarianship.

The most comprehensive work on libraries in Iran, to Rogers' time, and to present, is an article by Hooshang Ebrami titled "Iran, Libraries in" that appeared in the *Encyclopedia of Library and Information Science* in 1975. Ebrami was the director of the Mulla Sadra Library and chairman of the Department of Library Science at Pahlavi University when Rogers started there in 1976, and then moved on to a post at the National Library of Iran, in 1977. "Libraries, Iran" provides a concise history of the full development of librarianship in Iran, from ancient times. It also includes detailed statistical histories of types of libraries in Iran, including school libraries, public libraries, special libraries, and university and college libraries. Individual libraries are identified by number of books, classification system, number of librarians at that time, number of periodicals, and the date established.[13]

A 1974 article by Syed Jalaluddin Haider titled "Library Education in Iran" discusses library education from a historical perspective, beginning with library instruction at the Teachers College in Tehran, begun in 1938. Haider's article served as background material for Dr. Rogers' writing on the School of Library Science at Pahlavi. The article looks closely at the funding and curricula of schools of librarianship (graduate and undergraduate) and of programs

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[13]Hooshang Ebrami, "Iran, Libraries in," in *Encyclopedia of Library and Information Science*, 1975.

for library technicians across Tehran. The research is based most heavily on school bulletins and on programs of instruction for library courses.[14]

John F. Harvey, also highly published in international studies, is of interest here because of his studies of post-revolutionary Iran (after 1980). A. Robert Rogers, as discussed below, provided important research on the trends of librarianship and library science education before the cultural revolution of 1979-80. Harvey's article, "Information Service in the Islamic Republic of Iran" surveys the state of Iranian librarianship in the late 1980's.[15] As Harvey indicates, practices in Iranian libraries changed dramatically in a just a few years; indeed, the rapid westernization taking place during the time of Rogers' study in Iran came to an abrupt halt. For example, the master's degree was replaced by the associate or perhaps bachelor's degree as a standard for professional library work, and religious interest has become the primary qualification for many library positions.[16]

An article that paralleled Rogers' 1973 study of the Soviet Union was George Chandler's "Three Russian National Libraries: An Analysis of Soviet Studies." It was based on Soviet studies submitted to the 1970 IFLA Council Moscow and P. Horecky (1959) *Libraries and Bibliographic Centers in the Soviet Union.* Interestingly, the topic of this paper is the same as the one used for "Some Impressions of Three Russian Libraries," the article for which Rogers won the 1973 Ohio Library Association "Article of the Year," and which discussed the State

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[14]Syed Jalaluddin Haider, "Library Education in Iran," *International Library Review* 6 (1974): 309-320.

[15]John F. Harvey, "Information Service in Iran." *International Library Review* 20 (1988): 273-306.

[16]Ibid., 293-94.

Lenin Library, the All Union Library of Foreign Literature in Moscow; and the Saltykov Shchedrin Public Library in Leningrad. However, while Chandler based his article on library statistics, Rogers approached the topic more from personal observation and interviewing.[17]

Important background material for Rogers' work was found in Margarita Rudomino's article of 1970, "The Soviet Union: Of 370,000 Libraries, 2.5 Billion Volumes, and a Treasure of Foreign Literature," covers briefly the history of soviet libraries and library systems up to that time, discussing Russian libraries' adaptation to changing government structures and warfare. Also included here is a brief history of the All-Union State Library from its early history in the 1920's and how the collections and facilities developed over the decades.[18]

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[17]George Chandler, ed., "Three Russian National Libraries: An Analysis of Soviet Studies" *International Library Review* 4 (April 1972): 213-34.

[18]Maragrita Rudomino, "The Soviet Union: of 370,000 Libraries, 2.5 Billion Volumes, and a Treasure House of Foreign Literature," *Wilson Library Bulletin* 44, no. 10 (June 1970): 1022-32.

III. METHODOLOGY

Three sources of information were used for the present study of A. Robert Rogers. These include (1) materials kept in the Department of Special Collections and Archives in the main library at Kent State University, (2) an interview with Mrs. Rhoda Rogers, (3) materials borrowed from the family collection kept by Mrs. Rogers, and (4) copies of materials sent from the archives of the University of New Brunswick in Fredericton.

(1)Much of the material for this paper dealing with A. Robert Rogers' later career was obtained from office files of the School of Library Science kept in the Department of Special Collections and Archives on the eleventh floor of the University Library at Kent State University. The A. Robert Rogers Collection comprises boxes 49 through 50 of these records, although some of his records may be found in boxes 47 and 48, which contain office files of the Dean during his years at the post.

The records in special collections contain bibliographical information on Rogers' publications. This is included in all the iterations of Rogers' vitae and resumes dating from the early 1960s to 1982. Additionally, this collection includes copies and reprints of Rogers' book reviews for ARBA and RQ. One of the most helpful items in the collection is a full bibliography of Rogers' publications, probably compiled by a graduate assistant to update his placement file at the University of Michigan. These sources were important for locating many of the obscure, particulary Canadian, publications that cannot be found in the standard indexes.

The records were also a good source for personal and professional correspondence between Rogers and faculty members at Kent State University, as well as publishers of Rogers' writing. The main topics covered by this correspondence are his book, *The Library in Society*; his work in

Shiraz, Iran; his book, *Information Sources in the Humanities*; and the White House Conference on Libraries in 1978. The records at Kent are also a decent source for newspaper clippings featuring Rogers in his achievements at Bowling Green and at Kent State.

(2) Information on Rogers youth and early career was obtained mostly from Mrs. Rhoda Rogers, who lives in Kent. An interview with Mrs. Rogers in April of 1998 provided a much greater understanding of Rogers' life outside the library and the classroom.

(3)A collection of papers, records, and memorabilia was borrowed from Mrs. Rogers. These materials included typescript and handwritten speeches, as well as numerous photographs of Rogers taken by his son, Mark (now a newspaper photographer in Massilon, Ohio), and early newspaper clippings and poetry books from his youth and college years.

Use of the private collection of Mrs. Rogers has provided access to some of A. Robert Roger's early writing that is unrelated to his career in librarianship. This writing includes poetry as well as religious essays that appeared in New Brunswick newspapers and small poetry magazines. Rogers' poetry is noted in this paper. Because his religious essays would otherwise be virtually inaccessible to researchers in the library field, a bibliography of these works has been provided in the appendix at the end of this paper.

(4) Together, the materials at Kent State combined with those loaned by Mrs. Rogers provide a detailed account of Rogers' life beginning with his work at Bowling Green in 1964, and a more sketchy picture of his earlier life. In addition to these local sources, records kept at Archives and Special Collections at the Harriet Irving Library of the University of New Brunswick provided information regarding Rogers' work for Lord Beaverbrook at the University of New Brunswick in 1948 and 1949.

IV. A. ROBERT ROGERS, 1927-1985

This biography includes three major sections. The first section, 1927-1950, discusses his education prior to his library study. This includes high school, college, and his master's degree in philosophy. The second discusses Dr. Rogers' early career, 1950-1969, when he worked as a librarian at the University of New Brunswick and then director at the Bowling Green State University library. The third section covers Dr. Rogers' work while a professor, and later dean of the School of Library Science at Kent State University. This begins with his resignation from Bowling Green in 1969 until his death in 1985, and discusses his renewed study of Soviet libraries and his work in Shiraz, Iran. Additionally, his late work includes the book, *The Library In Society*, and articles on librarianship in China and in Hungary.

The Youth and Education of A. Robert Rogers: 1927-1950

The information available on Rogers' youth from the above noted sources indicates that he was a devoted student from his childhood. Amos Robert Rogers was born September 9, 1927 in Moncton, New Brunswick, the son of Amos R. Rogers, a farmer, and Ethel (Lutes) Rogers, and grew up on a farm in Berry Mills, well outside Moncton. His education began in a one room school house. Later, Rogers and his brother George attended high school in Moncton. The farm in Berry Mills was too far from Moncton to walk or commute to school, so they boarded with his aunt and cousin.[19]

Rogers took naturally to high school and was identified early on by his teacher, who was named Miss Mendele, to be a gifted writer. Rogers was the top student in his class, graduating with the highest standing in his class in the grade eleven matriculation course in 1944. A small article in

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[19]Rhoda Rogers, interview by author, 7 April 1998, Kent, OH.

his school newspaper prophesied that young Rogers would become "His Worship Robert Rogers, mayor of Barry [*sic*] Mills."[20] Rogers fine high school performance was rewarded by a full scholarship to the University of New Brunswick, as one of Lord Beaverbrook's scholars.

Lord Beaverbrook (Maxwell Aitken), the newspaper entrepreneur, writer, and Chancellor of the University of New Brunswick (UNB), was generous in his donations to the library and the art gallery of the University of New Brunswick, and funded the educations of his "Beaverbrook Scholars." Rogers went to college and later studied in England on Beaverbrook Scholarships. Later, as a graduate student, Rogers would work summers processing books and manuscripts donated to the Harriet Irving Library at UNB by the Beaverbrook Foundation.

Rogers' academic performance as an undergraduate was superb, and he graduated first in his class with honours in philosophy and history. Among the other subjects he studied were Latin, Greek, French, physics, sociology and anthropology.[21] His academic achievements were rewarded with the W.S. Carter prize for freshman English, the John Zebulun and Helen Currie prize for freshman chemistry, the Bliss Carman Memorial Prize for Poetry, and the Governor General's Gold Medal for highest standing in graduating class in Arts and Sciences.[22]

While a college student, Rogers was strongly involved in several student groups including the New Brunswick local chapter of the United Nations Association, the Fredericton Council of

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[20]Pat Dunphy, et. al., "1944--Class Prophesy--1964," *High News* 7 no. 7 (26 June 1944): 7.

[21]A. Robert Rogers, grade report, University of New Brunswick, 1944, TD, School of Library Science Office Files, Department of Special Collections and Archives, Kent State University Library, Kent, OH.

[22]A. Robert Rogers, resume, July 1970, TMs, School of Library Science Office Files, Department of Special Collections and Archives, Kent State University Library, Kent, OH.

Churches, and the York-Sunbury Historical Society.[23] He was especially involved in the Student Christian Movement of Canada, for which he wrote numerous articles on religious topics, published in *The Canadian Student.*

Rogers began to publish his poetry while a student at New Brunswick and a member of the Bliss Carmen Memorial Poetry Society of the University of New Brunswick. Rogers served as an editor of the society's poetry magazine, titled *The Fiddlehead*, after a unique vegetable native to New Brunswick. The early writing he submitted to *The Fiddlehead* included poems titled, "Poles" and "Death of an Indian God."[24] At this time, Rogers was also successful in publishing his poetry outside New Brunswick. In 1946, he published poetry in two American publications, *Imagi*, and *The Albatross*. *Imagi* was a quarterly publication out of Baltimore which included poetry as well as book reviews and information on poetry contests. Rogers published two poems in the winter issue, titled, "Silence," and "Beyond the Stars."[25] "Ambition," the poem appearing in *The Albatross*, was a poem that he thought "reflected his desire for peace and his preference for academic work."[26]

Rogers went directly to graduate school at the University of Toronto after he graduated from New Brunswick in 1948. Rogers had graduated first in his class as an undergraduate, and was able to secure two scholarships for graduate school, which included the R.W. Leonard

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[23]"[biographical sketch of A. Robert Rogers]," *Maritime Library Association Bulletin* 21 (Winter 1957): 22.

[24][A.] Robert Rogers, "Poles," *The Fiddlehead* 8 (n.d): 6; [A.] Robert Rogers, "Death of an Indian God," *The Fiddlehead* 8 (n.d.): 10.

[25][A.] Robert Rogers, "Silence"and "Beyond the Stars," *Imagi* 2, no. 4 (Winter 1946): 4.

[26][A.] Robert Rogers, "Ambition," *The Albatross* 1, no. 10 (Summer 1946): 14.

Fellowship and the George Paxton Young Scholarship, both of which provided him full tuition for each year of his study. His course of study at Toronto was a non-thesis program including coursework on Kant, British philosophy in the 17th century, ancient philosophy, Descartes, and method in the historical sciences.[27] Rogers graduated from Toronto with a Master of Arts degree in the spring of 1950.

Rogers' Early Professional Career: 1950-1959

During the decade following Rogers' graduation from Toronto, he directed his varied experiences and interests toward his professional goals. After a year of study in England, Rogers worked as a librarian in the University of New Brunswick Library, where he began to integrate his interests in writing with librarianship, and with his experiences as a student abroad.

The Year in London

A. Robert Rogers' interest in international librarianship began approximately with professional library training in England. Rogers' high marks in school won him a Beaverbrook overseas scholarship, which paid his travel and study abroad where he studied at the School of Librarianship and Archives at the University of London.[28]

While at the University of London, Rogers took courses on general library administration, university library administration, classification and cataloging, and reference and bibliography. In addition to his courses, it was necessary for Rogers to compose a final work, which took the

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[27]A. Robert Rogers, grade report, University of Toronto School of Graduate Studies, 1950, TD, School of Library Science Office Files. Department of Special Collections and Archives, Kent State University Library, Kent, OH.

[28]A. Robert Rogers, grade report, University of London School of Librarianship and Archives, 13 July 1951, TD, private family collection, Kent, OH.

form of a bibliography of books and pamphlets of Canadian authors. Rather than working on his project in England, he completed the bibliography in 1953, using the sources at the University of New Brunswick.[29] It is possible that the bibliography, which is now kept at the University of New Brunswick as well as the University of London, was completed partly under the direction of Lord Beaverbrook, who was at this time residing in England, and using students to help him build his library collection at UNB.

While a philosophy student at the University of Toronto, Rogers had worked summers at the library at UNB, spending much of his time processing collections donated by Lord Beaverbrook. A collection of the papers of Richard Bedford Bennett (Canadian Prime Minister, 1930 to 1935) was of particular interest to Beaverbrook for a book he was writing titled *Friends*. Rogers sorted and arranged the papers under the supervision of Dean of Arts, Alfred G. Bailey, and put together summaries of the contents to be sent to Beaverbrook.[30] Rogers met with Beaverbrook at least once in London to discuss this project.[31]

After Rogers returned from England, he was immediately hired as assistant librarian at the University of New Brunswick in 1951, and was promoted to executive librarian in 1953. During this time, Rogers was acting as Secretary of the New Brunswick Library Association (NBLA), which was formed by Marjorie Thompson, Rogers' superior at the University of New Brunswick

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[29]Ibid.

[30]A.G. Bailey, Fredericton, New Brunswick, to A. Robert Rogers, Toronto, 11 March 1949, TL, R. B. Bennett Papers, Archives and Special Collections, Harriet Irving Library, University of New Brunswick, Fredericton, New Brunswick.

[31]M. Ince, London, to A. Robert Rogers, TLS, Fredericton, New Brunswick, 21 August 1950, private family collection, Kent, OH.

Library. The NBLA worked at increasing public awareness of the need for regional libraries, both through speeches and letters sent to groups and individuals. Positive public response was relayed to the Ministre of Education. During the time of Rogers' service, the NBLA succeeded in opening a community library in Centreville, a small lumbering town in Western New Brunswick.[32]

Rogers' study in England had provided experience regarding the history and practice of modern day libraries in England. When not in class, he had traveled around England, making observations of the organizational structures and facilities of English libraries in a detailed journal. These studies were helpful to Rogers in Canada, where he made suggestions to library supporters, most notably, the Imperial Order, Daughters of the Empire (I.O.D.E.), Moncton, to which he delivered speeches during and around 1952, in order to stimulate funding of New Brunswick libraries. Rogers carefully described types of library services offered in varying regions of England, with the hopes that New Brunswick might adopt similar services. His talks supported England's examples of resource sharing as a means of branching out the services of Moncton and Fredericton to the provincial areas. He emphasized the regional library system of Derbyshire, England, which used bookmobiles to share resources of the city libraries.

While working in New Brunswick, Rogers dedicated more of his time to writing poetry. In 1954, he published poems in the *Alberta Poetry Yearbook* of the Canadian Author's

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[32]A. Robert Rogers, "New Brunswick's Need of Regional Libraries: Address Delivered to the Provincial Conference, Imperial Order, Daughters of the Empire, Moncton, April 23, at 2:30 p.m." [1955], TMs, private family collection, Kent, OH.

Association. "Sonnet" won Rogers honorable mention for a sonnet.[33] Two other poems, "Elder Brother," and "Finance Drive," won Rogers honorable mention for short poetry.[34]

In 1955, Rogers published his first book, *The White Monument*, a collection of sixteen poems.[35] *The White Monument* was number one hundred and sixty in the series of Ryerson Chap-books, which also published some of Rogers' most collected Canadian poets, including Bliss Carman, Charles C.D. Roberts, Fred Cogswell, Elizabeth W. Brewster, and George Herbert Clarke.[36] Another attempt to publish a poetry book with Ryerson in 1956 was not as successful. He submitted a group of poems titled *Music Hath Charms*. His poems were declined with a letter indicating a backlog of work at the publisher.[37]

In 1957, Rogers left his position at New Brunswick to begin work on his Ph.D. in library science at the University of Michigan at Ann Arbor. Here, he took courses in library administration, library history, advanced cataloging, and bibliography for the social sciences and English literature.[38]

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[33]A. Robert Rogers, "Sonnet," in *Alberta Poetry Yearbook* Edmonton, Alberta: Canadian Author's Association, 24.

[34]A. Robert Rogers, "Elder Brother," and "Finance Drive," in *Alberta Poetry Yearbook* Edmonton Alberta: Canadian Author's Association, 35-36.

[35]A. Robert Rogers, *The White Monument* (Toronto: Ryerson Press, 1955).

[36]Rogers donated his collection of about sixty books of Canadian poetry to the Department of Special Collections and Archives at the Kent State University Library, Kent, OH.

[37]Frank Flemington, Toronto, to A. Robert Rogers, Fredricton, New Brunswick, 17 December 1956, TLS, private family collection, Kent, OH.

[38]A. Robert Rogers, grade report, Horace H. Rackham School of Graduate Studies, The University of Michigan, Ann Arbor, 23 May 1964, TLS, School of Library Science Office Files, Department of Special Collections and Archives, Kent State University Library, Kent, OH.

While working on his doctorate, he was employed as an adult assistant of home reading services at the Detroit Public Library. Here, he began to pursue his interest in librarianship in the Soviet Union, which he would explore further while at Kent State University. He met Arturs Baumanis at Detroit, a Latvian-born librarian working in the foreign literature division, who had written several articles and a dissertation on Soviet librarianship. Rogers co-authored "Soviet Classification and Cataloging" with Baumanis, an article discussing the history of classified catalogs in the Soviet Union.[39] The major concern of this article was the modification of existing systems (particularly Dewey Decimal) for preferred access to Communist Party literature.

Rogers' Early Administrative Career: 1960-1969

The years between 1960 and 1969 were a time of considerable change for Rogers in terms of his academic, professional, and personal life. He worked as director of the library at Bowling Green State University, and completed his dissertation. He also started a family while at Bowling Green. In 1960, he was married to Rhoda Page, a reading specialist from Lima, Ohio, who was working on her master's degree at Bowling Green when they met. Their son, Mark was born on March 28, 1963.

Rogers' Dissertation and Related Work

Rogers was hired as acting director of the university library at Bowling Green State University in 1959 to replace Paul F. Leedy, who was being appointed to the position of provost. He would remain acting director until he obtained his Ph.D. in the spring of 1964, and then officially

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[39]Arturs Baumanis and A. Robert Rogers, "Soviet Classification and Cataloging," *The Library Quarterly* 28, no. 3 (July 1958): 172-186.

become director.[40] In the meantime, he dedicated his off-work time to the completion of his dissertation, which provided him the opportunity to merge his interests in Canadian literature with the international study of librarianship.

As a Canadian poet studying American librarianship, Rogers was interested in how Americans perceive Canadian poetry and literature, compared with American writing and with Canadians' perceptions of their own writing. Rogers had begun exploring the topic when he returned from London in 1951. His final project for completion of his Diploma in Librarianship at the University of London was a bibliography titled *Books and Pamphlets by New Brunswick Writers 1890-1950*, compiled using the Rufus Hathaway Collection of Canadian Literature at the University of New Brunswick, where he was then working as assistant librarian. The project earned Rogers a first class on his diploma examination in London.[41]

It took Rogers about four years to complete his dissertation, which is a look at American publication and reprinting of Canadian literature, as well as its appearance in university curricula, libraries, anthologies, book reviews, and Canadian literature winning American Prizes. The study was published in two large volumes; the first volume included findings and methodologies, and the second volume was comprised of bibliographies of Canadian literature.

Rogers was interested in understanding trends in American perceptions of Canadian poetry in his dissertation. To do so, he studied the content of catalogs and reviewing sources which

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[40] Rhoda Rogers, interview by author, 7 April 1998, Kent, OH.

[41] Raymond Irwin, School of Librarianship and Archives, University of London, to faculty of The Department of Library Science, The University of Michigan, November 1956, [typed transcription, photocopy], School of Library Science Office Files, Department of Special Collections and Archives, Kent State University Library, Kent, OH.

contained and discussed Canadian literature. These included the National Union Catalog and the catalog of the Library of Congress, in addition to "Letters in Canada," an annual listing of Canadian belles lettres literature in the *University of Toronto Quarterly*. He used R.E Watters' *A Checklist of Canadian Literature and Background Materials, 1628-1950* for information on earlier literature.[42]

Among the findings of his study, Rogers concluded that Canadian poets were not successful in the United States through their books of verse, but were well represented in American anthologies, and that Canadian authors of fiction (short stories and humorous sketches) were most successful in the American public, as revealed through reviews and awards.[43]

The subject would be taken up again in 1970, about a year after he began work at Kent State University in a lengthy study published in *Library Quarterly* in January of 1973. The article, which focused more on library holdings of Canadian literature rather than type of writing, covered Canadian literature in American libraries between the years of 1965 and 1969. The study found, based primarily on studies of the *National Union Catalog*, that few American libraries at that time purchased more than ten percent of Canada's literary output.[44]

A. Robert Rogers, Director of the University Library at Bowling Green

While at Bowling Green, Rogers' accomplishments were significant both in terms of the

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[42]R.E. Watters, *A Checklist of Canadian Literature and Background Materials, 1628-1960* (Toronto: Univerisity of Toronto Press, 1959).

[43]Amos Robert Rogers, "American Recognition of Canadian Authors Writing in English 1890-1960" (Ph.D. diss., University of Michigan, 1964), 167-9.

[44]A. Robert Rogers, "Canadian Literature in American Libraries," *The Library Quarterly* 43, no. 1 (January 1973): 1-26.

impact they made on his future career and in terms of his contributions to the Bowling Green library. Rogers was director of the university library at Bowling Green during a campus-wide restructuring program to accommodate a growing population of students. The building of the new structure would prove educational for Rogers, chiefly in terms of how the library construction affects intellectual and physical accessability to resources. Rogers later research, particularly in the Soviet Union and in Iran, would utilize his expertise on this issue.

After three years as director of the library, Rogers oversaw the moving of facilities from the original building of 1927, to serve about eight hundred students, to the present building, with a million volume capacity and capable of serving 2,500 hundred persons at one time.[45] Planning for the new library began in 1963 with a $3.4 million appropriation from the state bond issue, and a $1.1 million federal grant under the Higher Education Facilities Act. The new library took a full five years to plan and construct by architect Carl E. Bentz and the Knowlton Construction Co., and was dedicated on November third and fourth of 1967.

While the library was being constructed, Rogers was at the forefront planning, staffing and collection building of the new facilities. He and other members of the Library Advisory Committee were greatly concerned about providing intellectual accessibility for a variety of students, and planned a library based on academic division, as first suggested by library building consultant Ralph Ellsworth in 1962. Based on the plan of Harvard's Lamont Library for Undergraduates opened in the 1940s, the new Bowling Green library would divide its collection into three sections: a college library for undergraduates, a research library for graduates, and a

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[45]Melissa [Bland] Anderson, "After 40 Years A New Library Opens," *Bowling Green Magazine* 12, no. 3 (August-September 1967): 1.

reading room for undergraduate honors students, bridging the two.[46]

The interior plan was, as expressed by Rogers, "not new or startling in terms of contemporary library planning, [but] revolutionary for Bowling Green." Indeed, many of the features taken for granted in today's university libraries were first brought to Bowling Green at least partly under the direction of A. Robert Rogers. Most significantly, the new facility provided the first open stacks to the main and reference collections at Bowling Green. Additionally, the plans provided reading carrels and four classrooms on the four top floors of the library, as well as adequate lighting that had been lacking in the old library. The new library even provided coin operated photocopying.[47]

The late 1960s was a time of rapid growth and change in university libraries which, like the library at Bowling Green, found it necessary to greatly expand their resources. Rogers' success with the new Bowling Green facility was recognized by Charles F. Hinds, the Director of Murray State University Libraries in Murray, Kentucky. Murray state had recently converted in 1966, from a college chiefly of business and applied science, to a state university. As part of this development, the administration of Murray State brought in consultants, including Rogers, to study the library and provide a ten year course of development. The consultant team of three members included A.F. Kuhlman, Chairman and Director Emeritus of Joint University Libraries of Nashville, Tennessee; E.W. Erickson, Head Librarian of Eastern Michigan University in

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[46]A. Robert Rogers, "Library Designed for Access," *Bowling Green Magazine* 12, no. 3 (August-September 1967): 7-8.

[47]Ibid., 7-10.

Ypsilanti, Michigan; and A. Robert Rogers.[48]

The consulting work at Murray State required a complete understanding of the complexities involved in a normally operating university library. Rogers' study of facilities looked at every aspect of the building's construction, in terms of space and relation to the number of students. He used calculations derived from Bowling Green to calculate suitability of the facilities to users five years down the line. In the Murray State Study, Rogers determined that the present facilities were completely unsuitable, recommended facilities that were needed, and drew up plans (including drawings) for optimum usage of present space while the new building was being constructed.[49]

1970-1985: A. Robert Rogers at Kent State University

Dr. Rogers began work at the Kent State School of Library Science in the Fall of 1969. He and Lubomyr Wynar, also an administrator at Bowling Green, were hired as professors. Rogers was to teach courses in academic library administration and humanities bibliography, and Wynar would focus on the teaching of research methods, social science bibliography, and book arts.[50]

Although outwardly proud of the accomplishments at Bowling Green, Rogers left Bowling Green mostly because of his desire to teach.[51] Until that time, he had had experience with

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[48]A.F. Kuhlman, E.W. Erickson, and A. Robert Rogers, *Report of a Survey of the Libraries of Murray State University* (Murray, KY: Murray State University, December 1968): ii-v.

[49]Ibid., 60-100.

[50]Guy A. Marco, Kent, OH, to Jeanette Mack, [Kent, OH?], 26 May 1969. TL, School of Library Science Office Files, Department of Special Collections and Archives, Kent State University Library, Kent, OH.

[51] Rhoda Rogers, interview by author, 7 April 1998, Kent, OH.

teaching at his earlier posts. His first experience with teaching was at the University of New Brunswick, where he taught summer courses for teacher librarians in the mid-1950s. Later, at Bowling Green he taught as part of a joint appointment in the University Library and in the Department of Library Science. There, he taught courses on book selection, cataloging, periodicals, reference work, and seminars on special topics in library science. While at Kent, his courses would include "social and philosophical foundations of the library," "literature of the humanities," "European librarianship," "library buildings and equipment," "the academic library," "instructing the library user," and "college teaching of library science." [52]

Dr. Rogers excitement about his new teaching opportunities was reflected in his research of that time, which included several studies on the topic. It is clear that he was concerned about the limited expressiveness of traditional teaching methods, and even questioned the fairness of allowing an individual to judge the capabilities of a group of students. It can be seen in his early articles on teaching library science that Rogers was quick to break away from traditional teaching methods in order to allow students to become more active in the teaching process.

In "Social and Philosophical Foundations of the Library" and in other classes, students gave presentations in panels, and graded one another, rather than being graded by the professor.[53] Rogers also began working with videotape in his reference classes to allow students to criticize their performance in reference interviews. In these exercises, Rogers set up preconceived interview situations, instructing students to judge overall performances based not only on the

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[52]A. Robert Rogers, "Resume of A. Robert Rogers," September 1977, TMs, School of Library Science Office Files, Department of Special Collections and Archives, Kent, OH.

[53]A. Robert Rogers, "An Experiment with Student Grading," *Journal of Education for Librarianship* 12 (Summer 1971): 48-49.

quality of information delivered, but on the librarian's ability to work well on a personal level with the patron.[54]

A Return to Soviet Libraries

In December of 1973, Rogers was given the opportunity to travel to Moscow with various other university faculty, and was able to explore Soviet libraries, gaining access to aspects of librarianship rarely seen at that time by American librarians. Rogers had begun researching Soviet libraries with Baumanis in 1958, with "Soviet Classification and Cataloging." His early concerns for censorship, particularly with regard to cataloging, are renewed in his articles that are based on the 1973 visit.

The study was part of a University-wide program which included Fay A. Biles, Kent State University Vice President of Academic Affairs; Glen W. Frank, professor of geology; mathematics education professor, James W, Heddens; and William P. Cooke, then pastor of Wayland Community Church (near Kent, in Portage County, Ohio). In addition to Rogers' study of the libraries, the group looked at Soviet religion and schools. Their general conclusion, expressed during a panel held at the Kent State University student center in February of 1973, was that the Russians were quite admirable in terms of their general friendliness and interest in culture, and dedication to children's education; however, the censorship in the Soviet Union was quite distressing. Rogers commented at the panel that the Soviet libraries, being much more centralized than those in America [and Canada], were "much better at keeping statistics."[55]

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[54]A. Robert Rogers, "The Shock of Recognition: An Experiment with Videotape," *Ohio Library Association Bulletin* 41 (July 1971): 10-14.

[55]"We Learned Lots of Things While in Russia: 'Dr. Biles'," *Record Courier*, 12 February 1973, 23.

Rogers was awarded "Article of the Year" by the Ohio Library Association for "Some Impressions of Three Russian Libraries," which appeared in *OLA Bulletin* in the July, 1973 issue. The article describes Rogers' first hand impressions of the All-Union State Library of Foreign Literature and the Lenin Library in Moscow, and the Saltykov-Shchedrin Library in Leningrad. In the article, he describes in detail the layout and facilities of each of the libraries. At each tour, he left a copy of his book of poetry, *The White Monument,* with the staff.[56]

Generally, Rogers was impressed with the large number of attractive displays that the Russians used, and he seemed to be surprised that he could take a camera into the two Moscow libraries. In the All-Union State Library of Foreign Literature, Rogers noted that the basic arrangement of the library was by language, and he was particularly impressed by the modern equipment and audio room for the learning of foreign languages.[57]

In the Lenin Library, Rogers noted that the alphabetical, classified catalog was accessible only to the staff. Books were kept in closed stacks, and brought out to readers on a conveyor belt. In terms of technical facilities, he was most impressed by the library's microfilming facilities, which included a machine that projected enlarged images on a flat desk top. Again, he was pleased to remark about the Soviets' impressive library displays, which this time featured Lenin, Soviet space exploration, and cultural events from around the world.[58]

Finally, the catalog at the Saltykov-Shchedrin Library struck Rogers most because of its

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[56]A. Robert Rogers, "Some Impressions of Three Russian Libraries," *Ohio Library Association Bulletin* 43 (July 1973): 4-10.

[57]Ibid., 4-5.

[58]Ibid., 6-8.

classed system. He noted here, that there were two catalogs, a "public" catalog, which was grouped by class and an "official" catalog, which was strictly alphabetical by author and title. The books on the shelves had never been moved when constructing the catalogs, rather, cards were arranged in such a way as to provide preference to certain literature. Rogers was most impressed with the special collections of the Saltykov-Shchedrin Library, which contained letters of George Washington that the Library of Congress did not possess.[59]

The concerns raised by Rogers at the Saltykov-Shchedrin Library, as well as a look back to his earlier research with Arturs Baumanis, were expressed in an article which appeared in *Journal of Library History, Philosophy, and Comparative Librarianship*, an article which, unusually forceful for Rogers, taps into his deepest convictions regarding censorship and freedom of the press. The article, titled "Censorship and Libraries in the Soviet Union," brings together Rogers' library visit with his review of literature on the topic of censorship in Soviet libraries.[60]

Libraries in Iran

During the 1970s, the School of Library Science at Kent State University became involved in numerous international programs, begun while Guy A. Marco was dean of the school. These included student exchange programs with Thailand, Hungary, Malta, and the College of Librarianship in Wales. Kent State University had begun working on exchange programs with Pahlavi University (later, Shiraz University), in Iran in 1970. In the fall of 1973, Marco went to Pahlavi and prepared an agreement between Kent State University and Pahlavi, which outlined a

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[59]Ibid., 11-12.

[60]A. Robert Rogers, "Censorship and Libraries in the Soviet Union," *Journal of Library History, Philosophy, and Comparative Librarianship* 8, no. 1 (January 1973): 22-29.

plan for the School of Library Science to begin classes in the fall of 1974.[61]

Iranian libraries at this time were in a state of development, and eagerly sought assistance from western consultants. After being released from strict autocratic rule with a 1906 revolution, the country had been engaged in an extremely rapid transformation of culture. Iran was moving from a society in which ninety five percent were illiterate, and libraries only suited the royal courts and religious bodies, to one in which industry thrived, people were moving from villages to cities, and libraries needed to support a public (of men and women), as well as colleges and universities. Iranian libraries were struggling to deal with some serious problems associated with this rapid change.[62]

Above all, the number of schools and universities multiplied considerably in twentieth century Iran. The first modern university, in fact, had been established in Tehran in 1934. The number had increased to over 100 by the time that Rogers went to Iran. The number of high schools had tripled during the 1960s. Much of this increase was due to the fact that women could now pursue educations.[63]

Libraries had difficulty in trying to adapt to these changes in educational systems. For one, the quality of teaching methods was suffering. For example, the educational systems were not teaching library use, but, rather, were relying greatly on single textbooks and memorization.

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[61]Guy A. Marco, Kent, OH, to Faculty of the School of Library Science, Kent State University, 13 November 1974, TL, School of Library Science Office Files, Department of Special Collections and Archives, Kent State University Library, Kent OH.

[62]Hooshang Ebrami, "Libraries in Iran," in *Encyclopedia of Library and Information Science*. 1975. 15-18.

[63]Ibid., 17-18.

Another problem was a general lack of communication between libraries and higher administrative units such as universities. Much library planning was being done solely by imitation of practices in the west, with little understanding of real needs. In fact, Hooshang Ebrami of Pahlavi University gave the example of Iranian libraries with unused microfilm readers, purchased because they were available in western libraries.[64]

Rogers worked in Shiraz and its surrounding areas. Shiraz is one of thirteen towns and cities in Fars Province, which is located in the southwest of Iran in the Zagros mountains. Shiraz, the capitol of Fars Province, had 300,000 inhabitants at the time of Rogers' work, and functioned as a major center of industry and agricultural trade. The rest of the province is mostly tribal and, at the time of Rogers' surveys, only twenty nine percent lived in the cities and towns, while the rest lived in villages of the forty one tribes.[65]

The trip to Iran demanded considerable preparation for Dr. Rogers, in order to work effectively with the cultural and language differences. He participated in a colloquium which focused on Iranian culture, business, and government in addition to an intensive study of Farsi. Fortunately for Rogers and others from Kent, sixty per cent of Pahlavi's courses were at that time being offered in English.[66]

Rogers went to Iran with his wife, Rhoda, and son, Mark, who was at that time in the eighth

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[64]Ibid., 18.

[65]Nooshin Mehdizadeh et., al. "Libraries in Shiraz, Iran," *International Library Review* 10 (1978): 327.

[66]Kent State University, "Iranian Bicentennial Scholarship Fund: Proposal Submitted to The Bureau of Educational and Cultural Affairs U.S. Department of State," n.d., TMs, Department of Special Collections and Archives, Kent State University Library, Kent, OH.

grade. Remarkably, they were able to settle in quickly. Rhoda taught school at the International Community School in Shiraz, originally first grade, and later sixth grade. Mark went to school with Mrs. Rogers in the morning, which was well across the city from Pahlavi University, so they had to take buses and taxis. They attended church at St. Simons, the Anglican church of Shiraz. Mark made friends with the minister's son, Jonathan Axtell, with whom he attended classes.

Fortunately, the family had some help in adapting to the new surroundings. One of Rogers' students, Ali Akbar Emdad, was very friendly, spoke English well, and was willing to spend time showing the Rogers some of the sites around Fars Province. This provided them the opportunity to see some of the more provincial culture outside of Shiraz, and would especially aid Rogers in his study of the libraries of Fars Province. Some of their more memorable trips included a visit to the tombs of Hafez and Saadi, two famous poets of Shiraz, and trips to see native tribes in migration.[67]

The School

The School of Library Science at Pahlavi University had begun offering classes to twelve students in the fall of 1974. The two full time faculty at this time included Dr. Beverly Brewster, a recent graduate of the University of Pittsburgh, and Dr. Hooshang Ebrami, who was released from his duties a director of the arts and sciences library of Pahlavi to work as chairman of the school. Changes in the faculty were made in fall, 1976, when Beverly Brewster left. The two new faculty were A. Robert Rogers and Dr. Frances Laverne Carroll, professor of Library Science at the University of Oklahoma. In December of 1976, Ebrami resigned as chairman to

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[67]Rhoda, Bob and Mark [Rogers], to [friends?], December 1976, TL [photocopy], School of Library Science Office Files, Department of Special Collections and Archives, Kent State University Library, Kent, OH.

accept a position at the new Pahlavi National Library in Tehran. He was replaced as chairman by Dr. Nasser Hadidi.[68]

It seems that Rogers was generally impressed with the progress made by the new school in its short existence. His letters to Kent discuss a library education program via television, developed by the School of Library Science for the training of library technicians. As Rogers noted, over 1,000 enrolled in the television course in 1976, and over 500 took the final exam. The school had also been successful in starting a reference program at the Mulla Sadra Library, which was Pahlavi's arts and sciences library.[69]

Teaching at Pahlavi University

The School of Library Science at Pahlavi was one of three at this time in Iran, including older programs at the Unversity of Tehran and the University of Azarbaijan (formerly, the University of Tabriz). The program at Pahlavi was an English language program, with knowledge of one other modern language required, as was the case at Kent. The program required forty hours of study, and required a course in research methodology, a thesis, and thirty three hours of library science courses in book selection, cataloging and reference.[70]

Rogers taught at Pahlavi during its second year. The courses taught by Rogers included "The Literature of Science and Technology," and "Humanities and Social Sciences." Rogers liked the

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[68]Mahvash Keshmiri and A. Robert Rogers, "Education for Librarianship at Pahlavi University, Shiraz, Iran," *International Library Review* 11 (1979): 259-65.

[69]A. Robert Rogers, Shiraz, Iran, to Kathryn McChesney, Kent, OH, 1976, TL, School of Library Science Office Files, Department of Special Collections and Archives, Kent State University, Kent, OH.

[70]Mahvash Keshmiri and A. Robert Rogers, "Education for Librarianship at Pahlavi University, Shiraz, Iran," *International Library Review* 11 (1979): 259-67.

fact that faculty at Pahlavi could work more closely with students than at Kent, because there were only six students in the second year of the program. Overall, Rogers was impressed by students' grasp of English, although he found that things generally had to be explained a little more fully than at Kent.[71]

In addition to his teaching, Rogers was involved with a reference service program begun at Pahlavi only a year before. One of the general problems, noted by Rogers regarding librarianship in Iran, was the relative newness of reference service, with the exception of some special libraries. At this time, the Mulla Sadra Library in the College of Arts and Sciences at Pahlavi was the only library in Iran offering reference services at a college or university. Dr. Rogers supervised the reference desk which at this time could only be staffed for twelve hours each week. The unfamiliarity of reference service to the students at this time might be best expressed by a statement one student made to Dr. Rogers after a particularly busy day. The exhausted student gasped, "we had five questions in a two-hour period!"[72]

Some deficiency was noted in library collections at Pahlavi, and Marco and Rogers worked hard to help the situation, sometimes bringing in materials from the United States. Library funding in Iran, as Rogers perceived, was dictated by a fluctuating economy, and therefore collections were difficult to keep current. In the year prior to Rogers' appointment, goverment funding from the Ministre of Culture and Arts was at a standstill due to recession in the United States and Britain and, consequently, low oil revenues. In 1976, funding was restored and

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[71]A. Robert Rogers, Shiraz, Iran, to Guy A. Marco, Kent, OH, 12 October 1976, TL, School of Library Science Office Files, Department of Special Collections and Archives, Kent State University Library, Kent, OH.

[72]Ibid.

reference materials were acquired for the previous year.

Included in materials that Rogers was able to have mailed from Kent were *Introduction to Reference Work* by Bill Katz, *Guide to Reference Books* by Eugene Sheehy, and *Sources of Information in the Social Sciences* by Carl White. Marco and Rogers had also arranged for numerous periodicals to be supplied, some as subscriptions, and certain others from surplus at Kent. They soon discovered that the postal system caused considerable delay to the shipment of periodicals. Certain periodicals, in fact, could be counted upon for arrival much better than others, depending on the air routes they took from the United States. A letter from Rogers to Marco in October reported that periodicals sent from Kent during the summer still had not arrived.[73]

Research in Fars Province

Rogers' research in Iran ranges from coverage of the types of libraries to studies on patron/student behavior and the facilities available in libraries. As visiting professor of the library school at Pahlavi University, his publications included works on the operations of library schools in Iran, Iranian school libraries, and the use of libraries by students. Rogers' studies were all completed either with he help of his students, or with other Iranians in the school. This provided Rogers with assistants who were familiar with the surroundings, and provided students with material to publish themselves in Iranian journals, notably, *Iranian Library Association Bulletin*.

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[73]A. Robert Rogers, Shiraz, Iran, to Guy A. Marco, Kent, OH, 30 October 1976, TL, School of Library Science Office Files, Department of Special Collections and Archives, Kent State University Library, Kent, OH.

Mostly, Rogers' studies had the function of acquainting the western profession with library practices in Fars Province, an area previously uncovered in the library literature. His approach, much like his early work in England, was generally to gather some of the more essential information about libraries and library work in Fars Province. His two major studies were on the university libraries at Pahlavi and the state of school libraries across the province of Fars. Also, he wrote statistical summary articles on the libraries of Shiraz and the School of Library Science at Pahlavi. His methodologies mostly included surveys of library workers and checklists of library materials and facilities which, on the whole, confirmed serious communication problems among libraries and between libraries and governing bodies.

Rogers began logically by surveying the nearby surroundings at Pahlavi, and then moving outward toward the more provincial Fars. At Pahlavi, he studied the student use of the Mulla Sadra Library (the arts and sciences library), probably as part of the development of the new reference service staffed by students of the School of Library Science.

Rogers and his student, Ali A. Emdad, surveyed students and faculty at the Mulla Sadra Library, recalling a study by Harvie Branscomb in the 1930s which had found that faculty were highly responsible for students' library use in the United States.[74] The study strongly suggested that faculty at Pahlavi relied on textbook and class lecture, and did not encourage students to explore the libraries' resources.[75]

Dr. Rogers completed his study of school libraries in Fars Province with a student named

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[74]Bennett Harvie Branscomb, *Teaching With Books: A Study of College Libraries* (Hamden, CT, Shoe String Press, 1964).

[75]Ali A. Emdad and A. Robert Rogers, "Library Use at Pahlavi University," *College and Research Libraries* 39, no. 6 (November 1978): 448-55.

Nooshin Mehdizadeh in October of 1976. Rogers and Mehdizadeh took a survey to better understand the condition of school libraries, both inner city and tribal bookmobiles, in Shiraz at that time. They questioned the headmasters of schools on such concerns as how people were chosen to be in charge of the libraries and what types of facilities were provided, such as lighting, chairs, tables, and heating. Additionally, they made a checklist on number, type, and condition of books. Their survey found that school libraries in Fars Province had very poor facilities and were of poor service to students and teachers. Rogers saw that among the fundamental problem were that there was little understanding among educational authorities about the importance of school libraries, there were few librarians in schools, there was little communication among teachers and those in charge of libraries, and a lack of suitable collections for children. The research was used for Mehdizadeh's master's thesis which was supervised by Rogers, and later for an article appearing in *International Library Review.*[76]

Rogers also investigated public libraries, although he did not publish any research on the topic. In November of 1976, he went on a field trip with one of Laverne Carroll's classes to the Shiraz Public Library. At the public library, Rogers noted several problems regarding the layout and accessability of resources. He was not impressed at all with the fact that the reference desk was located at the rear of the building with the rare books collection. Furthermore, circulating books could only be checked out after a deposit equal to the price of the book. Also, the fact that the facilities were not wheelchair accessible, and that reference books were kept behind glass

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[76]Nooshin Mehdizadeh and A. Robert Rogers, "School Libraries in Fars Province, Iran," *International Library Review* 10 (1978): 77-91.

were noted as particular problems in a letter to Guy Marco.[77]

The Library in Society and Late Work

In the last years before his death, Rogers dedicated himself greatly to international librarianship, especially focusing on library education. During the early 1980s Rogers was greatly involved with the Gombocz Kent-Hungary exchange program, and was beginning to explore library education in China shortly before his death. Also, during this time, he set up a library school study tour in Wales. The international studies of A. Robert Rogers were brought to a close with *The Library in Society,* an introductory text co-authored with Kathryn McChesney and published after Rogers' death.

Rogers visited Budapest, Hungary from July 11th until the 17th, at the invitation of the Association of Hungarian Librarians. To this time there had been eight students from Hungary studying at the School of Library Science at Kent as part of the István Gombocz exchange program. While on this trip, he visited major libraries and met with the faculty in the Department of Library Science at Eotovos Lorand University.[78]

Rogers spent the time in Hungary touring various libraries, which included the Library of the Hungarian Parliament, the Centre for Library Science and Methodology, the Széchényi National Library, the Ervin Szabó Municipal Library, and other libraries of teachers' colleges and special research collections. The common characteristics of Hungarian libraries, as Rogers perceived,

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[77]A. Robert Rogers, Shiraz, Iran, to Guy [A. Marco] and members of the faculty, Kent, OH, 21 November 1976, TL, School of Library Science Office Files, Department of Special Collection s and Archives, Kent State University Library, Kent, OH.

[78]A. Robert Rogers, Kent, OH, to Robert J. Alfonso, 19 January 1982, Department of Special Collections and Archives, Kent State University Library, Kent, OH.

were: a shortage of librarians, inappropriate building structures, and inability to adopt computer technologies because such technologies were too costly.[79]

After the trip to Hungary, Rogers made a side trip to Aberystwyth, Wales to discuss plans for a student study tour of libraries with H. Allen Whatley of the College of Librarianship, Wales. Rogers' visit to Wales was quite successful, and it resulted in a library visit abroad opportunity for students during the month of August in 1983-5. "British Libraries and Literature" was sponsored jointly by the Kent State University School of Library Science and the College of Librarianship Wales, and included visits to: National Library of Wales, British Library Lending Division (Boston Spa), Reference Division and Bibliographic Services Division (London), Bodleian Library (Oxford), and the Birmingham Public Library. The trip cost students $1,106.00 (1983) in addition to air fare (up to students), and would provide two hours of graduate credit to participating students.[80]

The final work by A. Robert Rogers was *The Library In Society*, edited by Rogers and McChesney and published in 1984, but not printed until after Rogers' death in 1985. Kathryn McChesney was assistant dean of the School of Library Science at Kent State from 1969 to 1977. The book was written to fulfil a need for an introductory text for library science students, based on a worldwide study of librarianship. Rogers felt that the text was needed because other books

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[79]A. Robert Rogers, "Glimpses of Some Hungarian Libraries and Library Schools," *International Library Review* 15 (1983): 3307-314.

[80]A. Robert Rogers, tour packet, December 1982, TMs [photocopy], School of Library Science Office Files, Department of Special Collections and Archives, Kent State University Library, Kent, OH.

on the library in society were too methodological or fragmented.[81]

The text was based on the Foundations of Librarianship course taught at Kent, originally titled the Social and Philosophical Foundations of the Library. Most of the writing was completed by Rogers and McChesney. Rogers wrote all chapters dealing with types of libraries, including national libraries, government libraries, public libraries, school libraries, college and university libraries, and special libraries. Additionally, he wrote a chapter on the basic concepts of international and comparative librarianship, and one on the philosophies of librarianship. McChesney wrote a chapter on the history of libraries and library education and a chapter on major professional organizations and professional literature. Rogers and McChesney coauthored a chapter on professional issues in industrial and postindustrial societies. In addition, six specialists were appointed to write chapters on geographic regions, including: Europe, Asia, Australia and New Zealand, Africa, Latin America, and books and libraries in the third world.

Shortly before Rogers' death, the School of Library Science began to work with scholars from the University of Beijing. Rogers published an article with Wang You-Mei titled "Thirty Years of Library Development in the People's Republic of China." He was planning a trip to China at the time of his unexpected death. Some of Dr. Rogers' last pieces of correspondence includes a letter to Dr. Hwa-wei Lee, Director of Libraries at Ohio University, thanking him for an invitation to discuss working as a consultant on education for librarianship at Sichuan University.[82]

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[81]A. Robert Rogers and Kathryn McChesney, *The Library in Society* (Littleton, CO: Libraries Unlimited, 1984), ix.

[82]A. Robert Rogers, to Dr. Hwa-wei Lee, Kent, OH, 4 September 1984, TMs, School of Library Science Office Files, Department of Special Collections and Archives, Kent State University Library, Kent, OH.

A. Robert Rogers became ill in the Spring of 1985. With a continuing dedication to the mission of the school, he kept working although his health was failing. Mrs. Rogers recalls some of his most difficult moments, when she had to help him walk up to his office in the library. He died suddenly, during complications in a surgery that was expected to be routine.[83] Professor Mary K. Biagini was asked to fill his place in the school, until Rosemary DuMont arrived from the University of Oklahoma as the new dean in the fall of 1986.[84]

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[83]Rhoda Rogers, interview by author, 7 April 1998, Kent, OH.

[84]John Brunswick, *A Commemorative History of the School of Library and Information Science, Kent State University: Prepared on the Occasion of the 25th Anniversary of the School* Kent OH: Kent State University School of Library and Information Science, October, 1991.

V. SUMMARY AND CONCLUSION

A. Robert Rogers sought to interweave all aspects of life toward unified goals. Most prominently, he was dedicated to the library profession. His interests in writing and teaching and his expertise as a librarian and administrator were all incorporated into his goal of benefitting libraries internationally. A speech delivered to a group of incoming students not long before his death emphasized his belief in this mission:

> You bring several years of study in other disciplines, with all that this implies in terms of sharpening your capacity for critical analysis as well as broadening your knowledge base. You bring experience in living...And now, for a year or so, you shift your attention to the study of internal operations of libraries and the role of libraries in society [Rogers' emphasis]. Everything that you have learned up to this point--especially learning how to learn--is relevant, but now simply needs to be refocused.[85]

Rogers' own professional career was built upon years of academic study in the humanities. Recognized early on for his writing talent and top-notch academic performance, both of which he nurtured as a college student, a graduate student and a Beaverbrook scholar in England. His library career, developed through positions at the University of New Brunswick Library and the Detroit Public Library, his directorship at the Bowling Green State University Library, and ultimately as professor and dean at the School of Library Science at Kent State Unversity. His interest in international librarianship was most significantly demonstrated in his lengthy studies of Canadian literature in American publishing and libraries, Soviet Librarianship, and Iranian librarianship and library education. A library science foundation book, *The Library in Society,* and exploration in Hungarian and Chinese librarianship, were also included as part of his work on international librarianship.

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[85]A. Robert Rogers, "Shadows in the Cave: Address at New Student Orientation, August 27, 1984," TMs [photocopy with corrections], School of Library Science Office Files, Department of Special Collections and Archives, Kent State University Library, Kent, OH.

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